



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11341353
SAU: Portland Public Schools
School: King Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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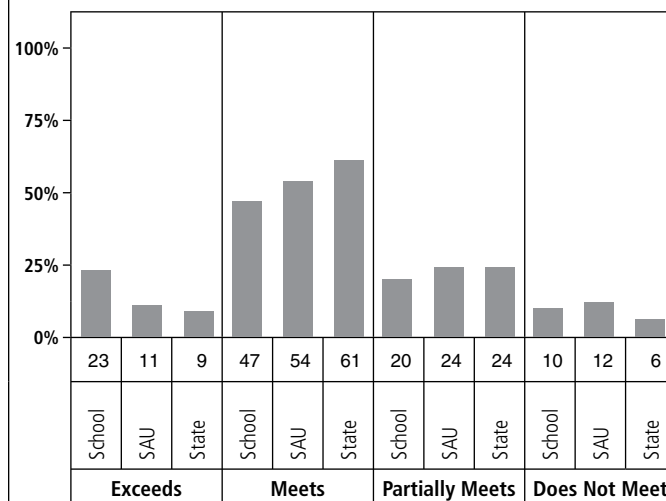
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

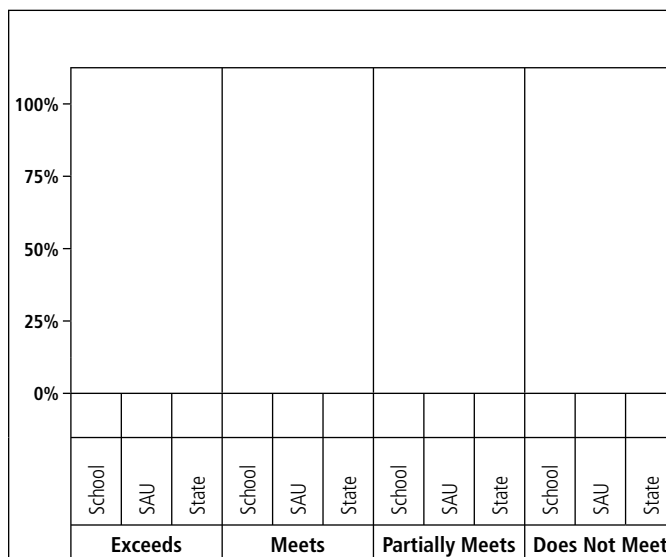
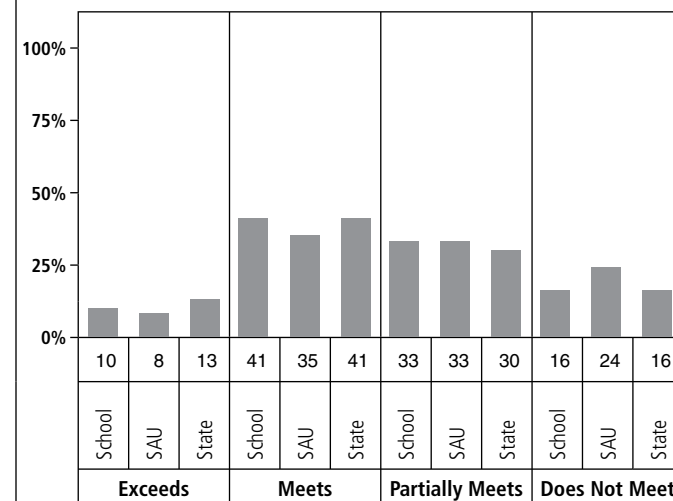
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	648	645	646
2007–2008	657	649	648
2008–2009	649	646	647
Cum. Avg.*	651	647	647
Mathematics			
2006–2007	642	642	643
2007–2008	649	642	642
2008–2009	642	638	643
Cum. Avg.*	644	641	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	160	100	512	100	14251	100	158	99	506	99	14150	99	159	99	508	99	14156	100						
Ethnicity African American/Black	44	28	110	21	421	3	44	100	107	97	412	98	44	100	109	99	415	99						
American Indian or Native Alaskan	3	2	4	1	128	1	3	100	4	100	127	99	3	100	4	100	128	100						
Asian or Pacific Islander	17	11	45	9	212	1	17	100	45	100	210	99	17	100	45	100	212	100						
Hispanic	14	9	32	6	181	1	14	100	32	100	177	98	14	100	32	100	178	99						
Caucasian/White	82	51	321	63	13309	93	80	98	318	99	13224	100	81	99	318	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	18	11	85	17	2468	17	17	94	84	99	2423	99	18	100	85	100	2426	99						
Current LEP	50	31	125	24	341	2	50	100	122	98	330	97	50	100	124	99	338	99						
Economically disadvantaged	97	61	253	49	5780	41	95	98	248	98	5724	99	96	99	250	99	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	36	339	66	11369	80	59	37	340	66	11373	80						
Identified disability (PET/IEP)	0	0	21	6	355	3	1	2	23	7	371	3						
LEP	5	9	49	14	167	1	5	8	49	14	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	96	60	156	30	2594	18	96	60	157	31	2605	18						
Identified disability (PET/IEP)	13	14	52	33	1881	73	13	14	51	32	1877	72						
LEP	44	46	69	44	155	6	44	46	71	45	161	6						
504 plan	0	0	1	1	74	3	0	0	1	1	71	3						
Other	41	43	40	26	519	20	41	43	40	25	532	20						
Participation through alternate assessment (PAAP)	4	3	11	2	187	1	4	3	11	2	178	1						
Identified disability (PET/IEP)	4	100	11	100	187	100	4	100	11	100	178	100						
LEP	1	25	4	36	8	4	1	25	4	36	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	0	26	0	0	0	1	0	25	0						
Non-participation – other	2	1	5	1	75	1	1	1	3	1	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	30	19	45	10	1132	8
	2007-2008	67	42	104	22	1817	13
	2008-2009	35	23	53	11	1309	9
	Cum. Total*	132	28	202	14	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	68	44	233	52	8127	57
	2007-2008	67	42	234	49	8072	57
	2008-2009	73	47	265	54	8564	61
	Cum. Total*	208	44	732	51	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	35	23	115	26	3549	25
	2007-2008	22	14	102	21	3194	23
	2008-2009	31	20	118	24	3291	24
	Cum. Total*	88	19	335	23	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	22	14	57	13	1478	10
	2007-2008	5	3	41	9	981	7
	2008-2009	15	10	59	12	799	6
	Cum. Total*	42	9	157	11	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.9	62.3	32.3	57.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.3	61.5	11.2	56.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.6	62.8	21.1	58.6	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Portland Public Schools
 School: King Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	154	35	23	73	47	31	20	15	10	649	495	11	54	24	12	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	42	2	5	14	33	18	43	8	19	640	104	3	37	32	29	637	403	5	46	34	15	641
American Indian or Native Alaskan	3										4						125	4	49	38	10	642
Asian or Pacific Islander	17	4	24	7	41	3	18	3	18	647	44	11	43	32	14	644	206	18	56	20	6	649
Hispanic	13	0	0	7	54	6	46	0	0	643	30	0	50	40	10	640	174	5	55	33	7	644
Caucasian/White	79	29	37	44	56	4	5	2	3	656	313	14	61	19	6	649	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	4	31	4	31	636	73	1	23	45	30	635	2236	1	30	48	22	637
No	141	35	25	68	48	27	19	11	8	650	422	12	59	20	9	647	11727	11	67	19	3	649
Current LEP																						
Yes	49	1	2	16	33	22	45	10	20	638	118	1	31	38	30	635	322	2	39	37	21	638
No	105	34	32	57	54	9	9	5	5	655	377	14	60	19	6	649	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	91	6	7	40	44	30	33	15	16	641	240	3	42	34	21	639	5617	4	54	33	9	643
No	63	29	46	33	52	1	2	0	0	661	255	18	65	14	4	652	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	154	35	23	73	47	31	20	15	10	649	495	11	54	24	12	646	13959	9	61	24	6	647
Gender																						
Female	69	23	33	33	48	9	13	4	6	655	245	15	59	17	9	649	6743	13	63	20	4	649
Male	85	12	14	40	47	22	26	11	13	645	250	6	48	31	14	643	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	147	33	22	70	48	29	20	15	10	649	260	13	46	24	17	644	1408	4	41	43	12	641
No	7	2	29	3	43	2	29	0	0	654	235	8	62	23	7	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	9	7	78	2	22	0	0	0	0	669	21	52	48	0	0	664	636	39	59	2	0	659
No	145	28	19	71	49	31	21	15	10	648	474	9	54	25	12	645	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	1	17	0	0	1	17	4	67	629	3	7	20	33	40	634	6	5	47	32	16	642
B. less than one hour	42	18	28	27	42	12	19	7	11	651	53	12	54	20	13	646	59	9	62	24	5	647
C. one to two hours	53	16	20	44	55	17	21	3	4	651	41	10	55	28	6	646	32	11	64	21	4	648
D. more than two hours	1	0	0	1	50	0	0	1	50	622	3	0	54	8	38	637	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	22	42	17	32	10	19	4	8	654	34	19	57	16	7	650	31	17	66	14	3	651
B. good	53	13	16	44	56	15	19	7	9	649	53	9	54	25	12	645	48	8	64	23	5	647
C. fair	11	0	0	10	63	3	19	3	19	642	12	0	45	33	22	639	18	2	48	40	10	641
D. poor	1	0	0	0	0	1	50	1	50	626	1	0	17	50	33	633	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	19	34	29	52	5	9	3	5	654	34	16	59	17	7	649	38	13	65	18	3	650
B. They match some of what I have learned.	51	15	19	39	51	18	23	5	6	650	52	9	58	25	9	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	7	1	9	3	27	4	36	3	27	637	10	4	34	36	26	638	10	5	48	36	11	642
D. There is no match.	5	0	0	1	13	3	38	4	50	628	4	0	10	35	55	628	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	23	5	15	14	41	11	32	4	12	645	21	9	38	29	25	641	16	7	52	30	11	644
B. about the same as my regular schoolwork	63	22	23	49	52	16	17	8	8	650	63	12	56	25	8	647	66	10	64	22	4	648
C. easier than my regular schoolwork	15	8	36	9	41	3	14	2	9	654	16	10	65	14	10	648	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	17	1	4	10	40	9	36	5	20	640	13	3	25	39	33	635	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	52	13	17	44	57	15	19	5	6	649	54	7	59	25	8	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	32	21	45	17	36	5	11	4	9	656	32	21	58	14	7	651	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	20	24	37	44	19	23	8	10	649	45	12	51	25	12	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	41	15	24	34	54	9	14	5	8	651	51	10	57	22	10	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	20	2	40	2	40	630	4	0	50	22	28	637	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	32	17	35	21	43	8	16	3	6	654	27	16	52	20	12	647	23	15	65	16	4	650
B. 20 minutes to an hour	56	18	21	47	55	16	19	4	5	651	56	11	60	21	8	647	49	10	64	22	4	648
C. less than 20 minutes	3	0	0	1	25	1	25	2	50	627	7	3	47	31	19	641	11	6	58	29	7	645
D. I rarely read at home.	9	0	0	3	21	5	36	6	43	631	10	2	31	39	27	637	17	2	51	36	11	642
Optional school/SAU question																						
A.	9	0	0	0	0	1	100	0	0	638	23	0	17	33	50	630						
B.	73	0	0	0	0	4	50	4	50	627	46	0	17	33	50	629						
C.	9	0	0	1	100	0	0	0	0	654	15	0	25	50	25	635						
D.	9	0	0	0	0	1	100	0	0	636	15	0	25	50	25	637						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	19	12	57	13	2092	15
	2007-2008	36	22	60	12	1474	10
	2008-2009	15	10	39	8	1807	13
	Cum. Total*	70	15	156	11	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	67	42	176	39	5731	40
	2007-2008	80	48	195	40	6008	43
	2008-2009	64	41	174	35	5662	41
	Cum. Total*	211	44	545	38	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	42	26	134	29	4175	29
	2007-2008	34	20	127	26	4244	30
	2008-2009	51	33	165	33	4219	30
	Cum. Total*	127	26	426	30	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	31	19	89	20	2308	16
	2007-2008	16	10	106	22	2346	17
	2008-2009	25	16	119	24	2290	16
	Cum. Total*	72	15	314	22	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	30.2	53.9	27.3	48.8	30.6	54.6
A. Number	18	32	9.8	54.4	8.7	48.3	10.3	57.2
B. Data	12	21	6.6	55.0	6.0	50.0	6.6	55.0
C. Geometry	14	25	7.5	53.6	6.9	49.3	7.3	52.1
D. Algebra	12	21	6.3	52.5	5.7	47.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Portland Public Schools
 School: King Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	15	10	64	41	51	33	25	16	642	497	8	35	33	24	638	13978	13	41	30	16	643
Ethnicity																						
African American/Black	42	0	0	12	29	18	43	12	29	634	106	1	24	34	42	630	406	4	26	36	34	633
American Indian or Native Alaskan	3										4						126	4	29	40	28	635
Asian or Pacific Islander	17	2	12	7	41	3	18	5	29	641	44	7	39	30	25	638	208	18	47	23	12	647
Hispanic	13	0	0	2	15	9	69	2	15	638	30	0	17	57	27	634	175	5	31	41	23	638
Caucasian/White	80	13	16	43	54	20	25	4	5	649	313	11	40	31	17	641	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	3	21	6	43	5	36	632	74	1	12	31	55	625	2248	3	18	33	46	629
No	141	15	11	61	43	45	32	20	14	643	423	9	39	34	18	640	11730	15	45	30	11	646
Current LEP																						
Yes	49	1	2	9	18	22	45	17	35	633	120	1	16	38	46	628	331	3	22	35	40	631
No	106	14	13	55	52	29	27	8	8	647	377	10	41	32	17	641	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	92	3	3	25	27	39	42	25	27	636	242	3	24	36	37	632	5620	6	33	37	25	637
No	63	12	19	39	62	12	19	0	0	652	255	12	46	30	12	644	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	155	15	10	64	41	51	33	25	16	642	497	8	35	33	24	638	13974	13	41	30	16	643
Gender																						
Female	69	7	10	34	49	21	30	7	10	645	247	6	37	36	22	638	6738	12	40	32	16	642
Male	86	8	9	30	35	30	35	18	21	640	250	10	33	31	26	638	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	147	14	10	63	43	45	31	25	17	642	262	6	34	32	27	637	1410	3	24	41	32	634
No	8	1	13	1	13	6	75	0	0	642	235	10	36	34	20	640	12568	14	42	29	15	644
Gifted/talented program																						
Yes	9	5	56	4	44	0	0	0	0	666	21	71	29	0	0	668	637	65	32	3	0	665
No	146	10	7	60	41	51	35	25	17	641	476	5	35	35	25	637	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: King Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	33	1	17	3	50	628	3	0	33	13	53	629	6	7	32	28	32	636
B. less than one hour	42	10	16	23	36	24	38	7	11	644	53	10	34	35	20	639	59	13	41	30	16	643
C. one to two hours	53	5	6	37	46	24	30	14	18	642	41	6	37	32	25	638	32	14	41	31	14	644
D. more than two hours	1	0	0	1	50	0	0	1	50	626	3	0	23	38	38	631	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	10	24	21	50	6	14	5	12	649	31	20	45	23	13	646	30	27	45	18	9	651
B. good	56	5	6	33	39	34	40	13	15	642	47	3	36	35	26	636	46	9	45	31	15	643
C. fair	13	0	0	8	40	7	35	5	25	635	19	0	23	45	32	632	20	2	29	43	26	635
D. poor	3	0	0	1	20	2	40	2	40	628	3	7	7	33	53	625	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	5	10	21	44	14	29	8	17	643	26	9	38	29	23	640	35	18	42	27	13	646
B. They match some of what I have learned.	57	9	10	39	45	28	32	11	13	644	56	8	36	36	20	639	50	11	43	31	15	643
C. They match just a little of what I have learned.	9	1	8	3	23	4	31	5	38	635	15	5	32	31	31	634	13	8	31	36	26	638
D. There is no match.	3	0	0	0	0	3	75	1	25	631	3	0	8	23	69	622	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	47	6	8	27	38	27	38	11	15	642	42	5	33	38	23	637	32	7	40	34	20	640
B. about the same as my regular schoolwork	44	6	9	32	48	19	29	9	14	644	51	9	37	30	24	638	56	13	42	30	15	644
C. easier than my regular schoolwork	9	3	21	4	29	2	14	5	36	638	7	21	38	24	18	644	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	6	7	39	46	26	31	14	16	642	49	8	35	35	23	638	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	37	9	16	22	40	16	29	8	15	645	45	9	38	32	21	640	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	2	20	6	60	2	20	634	6	7	22	30	41	631	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	4	29	5	36	5	36	635	8	0	22	34	44	629	6	8	29	29	34	635
B. 30–45 minutes	42	7	11	24	38	20	31	13	20	641	36	7	30	31	31	635	33	10	37	34	19	641
C. 45–60 minutes	37	7	13	29	52	14	25	6	11	646	48	11	43	31	15	642	45	15	44	29	12	645
D. more than 60 minutes	12	1	6	6	33	10	56	1	6	644	7	3	25	50	22	637	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	22	4	12	15	44	11	32	4	12	645	10	8	31	35	25	638	9	14	35	29	22	641
B. two or three days a week	28	3	7	16	37	14	33	10	23	640	27	5	34	34	27	637	26	15	40	30	16	644
C. two or three times each month	25	5	13	18	47	11	29	4	11	644	34	7	43	34	17	640	31	13	43	30	14	644
D. never or almost never	24	3	8	14	38	13	35	7	19	641	29	13	28	30	28	638	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	1	3	10	30	12	36	10	30	636	19	1	29	35	34	633	17	8	35	33	24	639
B. two or three days a week	35	6	11	23	43	16	30	8	15	644	36	10	36	32	23	640	28	13	42	30	15	643
C. two or three times each month	29	7	16	22	50	12	27	3	7	648	32	10	42	32	16	641	31	15	43	30	13	645
D. never or almost never	14	1	5	7	33	9	43	4	19	638	12	10	25	33	32	636	23	14	39	30	17	643
Optional school/SAU question																						
A.	9	0	0	0	0	1	100	0	0	632	23	0	17	50	33	633						
B.	73	0	0	2	25	2	25	4	50	625	46	0	17	33	50	625						
C.	9	0	0	1	100	0	0	0	0	648	15	0	25	0	75	619						
D.	9	0	0	0	0	0	0	1	100	624	15	0	25	0	75	618						

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